



ST ALOYSIUS' COLLEGE

A Jesuit School for Boys • Founded 1879

ANNUAL REPORT 2018



Table of Contents

1	About the Annual Report.....	4
2	What We Believe.....	5
3	Who We Are	6
3.1	History of the College	6
3.2	Location	6
3.3	Ownership and Governance	7
3.4	Student Population	7
3.5	Enrolment Policy and Procedure	7
3.6	Professional Learning and Teacher Standards.....	10
3.7	Retention Rates	12
3.8	Senior School Outcomes.....	12
3.9	Granting of Records of Achievement.....	12
4	Catholic Identity.....	13
4.1	Prayer.....	13
4.2	Liturgies.....	13
4.3	Community Service	14
4.4	Faith Experiences	16
4.5	Involvement of Parents, Old Boys and Others.....	17
5	Religious Education	18
5.1	Religious Education Program	18
6	College Review and Development.....	19
6.1	Annual College Priorities 2018.....	19
6.2	Projected College Priorities 2019	19
7	Teaching and Learning	20
7.1	NAPLAN.....	23
7.2	NESA Minimum Standards Testing	29
7.3	Higher School Certificate	29
7.4	Co-Curricular Activities	34
8	Pastoral Care of Students	37
8.1	Pastoral Groups	37
8.2	Junior School Pastoral Care	37
8.3	Senior Student Representative Council Report 2017/2018	38
8.4	<i>Companions</i> Programs 2018.....	38
8.5	Wellbeing Programs.....	39
8.6	Student Management / Welfare / Discipline Policies.....	39
8.7	Guidelines for Child Protection.....	40
8.8	Policy for Complaints and Resolving Grievances	41
9	Parent, Student and Teacher Satisfaction.....	42
10	Financial Statement.....	43
10.1	2018 Recurrent/Capital Income.....	43
10.2	2018 Recurrent/Capital Expenditure	43
11	Website Links.....	44

I About the Annual Report

The Annual Report provides parents, staff and alumni of St Aloysius' College with an outline of the College's performance in the 2018 school year and outlines some priorities for 2019.

The information in this report is complemented by other College productions such as the College website (including the intranet site *Manresa*), the annual magazine, *The Aloysian*, the weekly newsletter, *The Gonzagan*, and the twice-yearly *Aloysiad*.

This report is a legislative requirement under the *Education Amendment (Non-Government Schools) Act 2004* and the *Schools Assistance Act 2008* and *Regulations (2010)*.



2 What We Believe

College Mission Statement

St Aloysius' College is a Catholic independent day school for boys from Year 3 to Year 12, situated in the shadow of the Sydney Harbour Bridge. The College is conducted by the Society of Jesus.

The College aspires to assist and support parents in the formation of their sons in the Ignatian tradition of education, producing *men for others* who are balanced and motivated, integrating spiritual maturity and academic excellence with a rounded social and physical development; men of competence, conscience, compassion and commitment.

St Aloysius' College is a Jesuit school for boys providing, in co-operation with families, a Catholic education which:

- Proposes Christ as the model of human life
- Pursues excellence in teaching and learning
- Promotes lifelong learning and spiritual growth

It is hoped graduates will be well-rounded, intellectually competent, open to growth, religious, loving, committed to doing justice in generous service to the people of God – a person who is competent and compassionate, a person whose conscience is sensitive to the demands of the Gospel. They will be people of peace and justice, committed to be agents of change in the world, who recognise how widespread is injustice, and how pervasive are the forces of oppression, selfishness and consumerism.

Peter-Hans Kolvenbach SJ,
Superior General of Jesuits, 1992



3 Who We Are

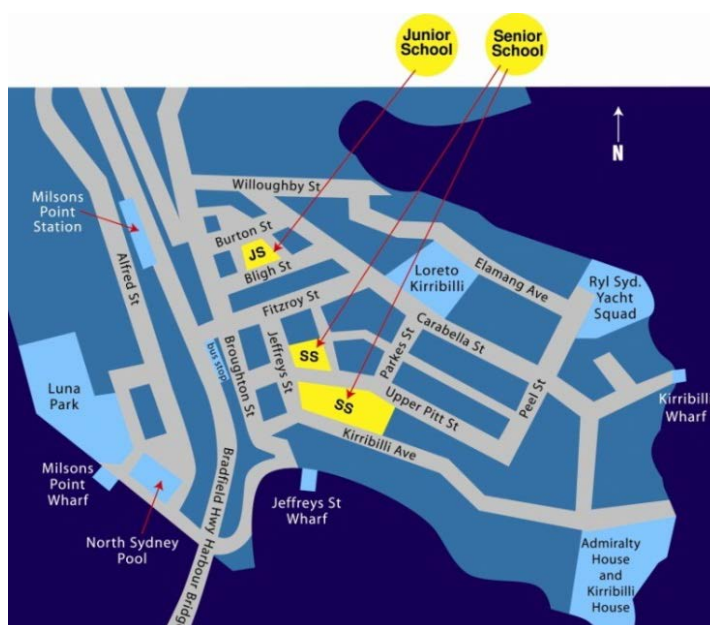
3.1 History of the College

St Aloysius' College is part of a worldwide network of approximately 1000 Jesuit schools and universities. The first school was commenced by Saint Ignatius Loyola, the founder of the Order, in 1548.

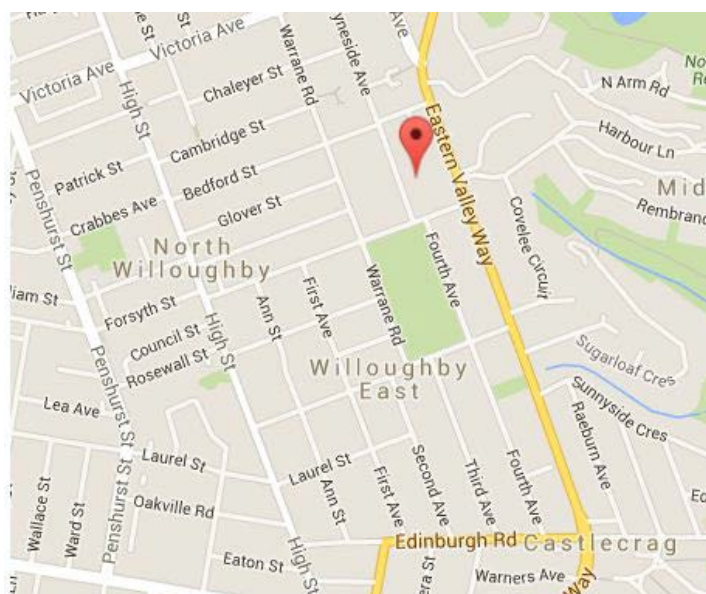
St Aloysius' College was founded at the request of the Catholic Archbishop of Sydney in 1879 in Woolloomooloo. In 1883 it moved to Darlinghurst and became known as St Aloysius' College. In 1903, the College was relocated to its present site at Kirribilli. Today the College is spread over three campuses. Years 7 to 10 are located on Upper Pitt Street. The Years 11 and 12 Campus is situated across the road in Wyalla. The Junior School (Years 3 to 6) is located nearby in Burton Street. This site was acquired and redeveloped by the College in 1992. *The College Oval* is at Willoughby, 8km north of Kirribilli. The College is the oldest of the six schools which make up the Associated Schools of New South Wales (CAS) and it is a member of the Association of Independent Schools (AIS) of Australia. The Principal is a member of the Association of Heads of Independent Schools Australia (AHISA).

3.2 Location

Junior and Senior Campuses



College Oval



3.3 Ownership and Governance

St Aloysius' College, Milsons Point is an incorporated entity with a Board that is responsible for the local governance and management of the College. St Aloysius' College Limited (Ltd) is the legal entity that conducts the College and is the employer of all of the staff at the College.

The responsibility for day-to-day leadership, management and administration of the College is delegated to the Principal by the College Board. The Principal and the Rector are not members of the College Board but report to the College Board and attend all College Board meetings. The Principal is the Chief Executive Officer of the College and shares the day-to-day leadership of the College with the Rector. The Rector must be a member of the Society of Jesus and is appointed directly by the Provincial. The Rector has the overall responsibility for the preservation and promotion of the Ignatian ethos and Jesuit identity of the College. He also has a special care and responsibility for the faith formation of the College, including leadership in the liturgical, spiritual and service life of the College.

St Aloysius' College has a Senior School and a Junior School. The Head of Senior School and the Head of Junior School have delegated responsibility from the Principal for the day-to-day running of their respective campuses.

The College Executive is comprised of the Principal, the Rector, Director of Staff, Director of Teaching & Learning, Head of Senior School, Head of Junior School, Director of Finance, Director of Development, Director of Faith & Justice and Director of Co-Curricula. The College Executive is the senior operational team of the College and is a decision-making body that also forms strategy and manages projects aligned to the College's mission and strategic direction.

3.3.1 The College Board

Under the governing constitution, the Chair, Deputy Chair and Directors of the College Board are appointed by Jesuit Education Australia (JEA), taking into account nominations from the Chair of the College Board and/or the Provincial. The Boards are non-representative bodies but, in making appointments to the College Board, JEA must ensure that there are Directors with an appropriate range of skills, experience, and expertise including the ability to understand and competently deal with current and emerging issues in connection with Jesuit education. Before JEA appoints a Chair, Deputy Chair and/or Director, it must seek the prior approval of the Provincial. Directors are usually appointed for an initial three-year term.

3.4 Student Population

As at the end of 2018, the student population was 328 students in Years 3 to 6 (Junior School) and 926 students in Years 7 to 12 (Senior School). The College enrolls students from a broad demographic area. The College currently has students from 199 suburbs with the majority being residents of the North Shore of Sydney. The College endeavours to keep its fees accessible to ensure a broader socio-economic group and has a number of means-tested bursaries to promote socio-economic diversity within the College community.

3.5 Enrolment Policy and Procedure

The main intake years are Year 3 (52 students), Year 5 (64) and Year 7 (44). Students are also admitted into other Year Levels if vacancies arise.

St Aloysius' College is an academically-oriented school and students undertake a curriculum geared towards an academic pathway. The College is therefore partially selective and prospective students sit an entrance examination. St Aloysius' College is a Catholic school and so the prospective family's faith commitment and service involvement are as important as a student's academic ability in making offers of enrolment.

The College seeks to enrol students whose families have congruent attitudes and values to the College and who will participate in the wide range of co-curricular opportunities available.

A number of means-tested bursaries are available for students entering the College in the Senior School.

St Aloysius' College is not a 'full-fee paying overseas students school'. Only applicants who are permanent residents of Australia, or whose families have a current Australian working visa (copy of passport must be submitted), are eligible to apply for admission to the College. Offers of enrolment at the College are at the discretion of the Rector.

Procedure

- Application does not guarantee a place. It notifies the College of the family's interest.
- A non-refundable fee is paid on application.
- Applicants for entry to all years normally sit an entrance examination.
- Applicants for entry into Years 3 and 5 sit an examination in February one year prior to the desired year of entry. Applications close in January of that year.
- Applicants for entry into Year 7 sit an examination in February two years prior to the desired year of entry. Applications close in January of that year.
- Applicants are notified by mail prior to the examination.
- A signed clergy reference forms part of the criteria for acceptance. This is required at the time of examination.
- Consideration is given to brothers of students in the College and to sons of Old Boys, however enrolment is not guaranteed.
- Consideration is given to identifying any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- Applicants and their parents are usually required to attend an interview.
- An application may only be made for one year at a time. If the proposed year of entry is to be changed, the Registrar is notified in writing.
- If unsuccessful for any particular year, applicants may apply for a later year of entry and must pay another application fee and sit another entrance examination.
- If a place is offered, a non-refundable acceptance fee is paid to secure the place. This place cannot be deferred to another year.
- All fees and charges are reviewed annually.
- The College is not obliged to enter into negotiations with respect to decisions regarding admissions.

The College reserves the right to change the Enrolment Policy and Procedure at its discretion.

3.5.1 Summary of Conditions of Enrolment

Below is a summary of some of the College's current Conditions of Enrolment. A full copy of the College's Conditions of Enrolment is available on the College's website or at the College Office.

Length of Stay: The College expects that applicants, if accepted, will continue at the College to complete their secondary studies unless unforeseen circumstances occur or it becomes clear that the student is not benefiting from what the College has to offer. The College understands that, with due notice, the parents have the right to remove their son from the College at any stage.

Continuing Enrolment: The continuing enrolment of a student is conditional upon, amongst other things, him maintaining academic standards set by the College. If the College forms the view that the student is not meeting those standards, it may terminate his enrolment.

Further Rights of the College to Exclude a Student: The Principal may in his or her absolute discretion temporarily or permanently exclude the student for: breaches of rules or discipline; behaviour prejudicial to the welfare of the College, its staff or students; or where parents have failed to comply with the Conditions of Enrolment. Where the student is permanently excluded, the enrolment is terminated.

Fees: School fees and charges are due and payable within twenty-one (21) days of the date appearing on the account. When parents enrol their son at St Aloysius' College there is a commitment to pay school fees and charges on time. Administration charges will be imposed on unpaid tuition fees from the date of the account on any amount outstanding after twenty-one (21) days. It is the responsibility of Parents or Guardians to ensure that remittances are made in good time to avoid the imposition of administration charges. The administration charge for overdue accounts may vary from year to year. Parents are required to give the College no less than one term's notice in writing of withdrawal of a student, otherwise a full term's fees shall be charged. Parents who are unable to meet their financial obligations are encouraged to speak to the Principal or Director of Finance in confidence about their circumstances as soon as possible. If Parents or Guardians find themselves in need due to unforeseen circumstances, they should discuss a payment plan (e.g. a request for debt deferral or for financial assistance) with the Director of Finance. Where an account of fees and charges remains outstanding, the College is unlikely to enrol further siblings and reserves the right to terminate the enrolment of the student.

Co-Curricular Activities: It is a policy of the College that students participate in the sporting activities offered in all four terms. In some circumstances, for example if a particular sport is oversubscribed, a student may be required to participate in sporting activities not chosen by him. If a child has an illness, injury or other disability which prevents him from taking part in a particular sport, or that makes him particularly susceptible to injury, parents must advise the College.

In addition to a range of sports, there are a variety of activities such as Music, Drama, Debating, Drones, Computers, Cadets and the like, in which students are encouraged to take part. The College takes seriously the formation of the whole person.

Changes Made to Curriculum and Co-Curricular Activities: The College reserves the right to amend its academic and other programs, including co-curricular activities, at any time and without notice to parents. This may include the discontinuance of teaching subjects, co-curricular activities and other programs.

The College reserves the right to change the Enrolment Conditions and Practice and Conditions of Enrolment at its discretion.

3.6 Professional Learning and Teacher Standards

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	118
Teachers who have qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

St Aloysius' College is a professional educational community. Teachers with recognised qualifications, appropriate for the age, curriculum stage, and subject area deliver the NSW NESA (2018) curriculum, as well as co-curricular and pastoral programs. Administrative, clerical and operational staff are also employed by the College and contribute to the efficient operation of the work of the school. Teaching and Support Staff conduct their professional duties on the Junior and Senior campuses of the College as well as at *The College Oval*.

Full-time Teachers (111.7 FTE) **Support and Operational Staff** (55.3 FTE)

The average attendance rate of teachers in 2018 was 96.2%. The proportion of teachers retained from the previous year was 89.8%.

Workforce Composition

St Aloysius' College employs teaching, school support and operational staff. The teaching staff is composed of primary and secondary teachers and teacher librarians who possess appropriate qualifications for the age and stage they teach, as well as the department in which they teach. The school support and operational staff may be categorised as finance, property, communications and development, administrators, clerical, information technology, co-curricular coaches and school assistants.

Teachers (Year 3-12)	Full-time	Part-time	Indigenous
Females	52	6.2	0
Males	52	1.5	0

Professional Learning and Training

Throughout 2018, staff at the College were engaged in a variety of professional learning and training experiences directly related to teaching, learning and classroom practice as well as those programs which enable those working with children and young people to comply with legislation and meet community expectations. The College budget allocation for professional learning during 2018 was \$120,000 and provided the resources for members of the teaching, support and operational staff to be engaged in a range of professional learning and training opportunities ranging from compliance with statutory legislation to quality teaching programs. In 2018 it became mandatory for all pre-2004 Teachers to become accredited under NESA and participate in the maintenance of accreditation program. The College has supported teachers in making this transition through the provision of information sessions, advice and ongoing resources.

While teaching staff participated in a range of opportunities specifically related to their area of teaching, both teachers and support and operational staff engaged in professional learning external to the College, including strategic planning & policy formulation, pastoral care and student wellbeing, Gifted and Talented, *Differentiation* and NAPLAN readiness (online) as well as various professional networks. The Junior School teachers participated in the Educator Impact Program and in addition to learning of this nature, staff engaged in religious and spiritual formation programs offered externally and also through the Jesuit Province. The Jesuit professional learning sessions provided staff with a rich experience of Ignatian formation and an opportunity to reflect on the way in which they conducted their duties from the perspective of participating in a faith-based educational community.

The Professional Learning Program provided teachers at the College with a framework to explore their professional practice. This included opportunities to explore: the latest research; reflect critically on their teaching and the learning which occurs in classrooms; and provide an opportunity to share expertise and experience. The focus of the Professional Learning program in 2018 was on *Differentiation*, and the goal has been to build a culture of practice where students are enabled to grow and develop through different approaches to learning and using varied methods of instruction. To achieve this, the program has been structured to offer differentiated learning opportunities for teachers, in conjunction with learning opportunities that reflect strategic priorities as a whole staff in our Ignatian context. In April 2018, the College was endorsed to provide NESA Registered Professional Development and our Endorsed Provider status is for a period of five years.

During Staff Professional Practice Enquiry Groups, which occur every second Tuesday, Department teams in the Senior School have engaged in a NESA endorsed course titled 'Understanding and Implementing Differentiation in KLAS'. In this time, teams have undertaken action research projects on differentiated teaching and learning opportunities in their subject area and this has involved prototyping, testing and evaluating subject appropriate teaching and learning activities and practice to identify what works best to support each of our students in their growth and development. The work of our Department teams was showcased in our Term IV Professional Learning Showcase where each team displayed their project and team members were on hand to share their learning and ideas with teacher colleagues visiting teams in each room. The conversations and interactions during this Showcase demonstrated the passion and enthusiasm of our staff and it was a wonderful opportunity for reflection and sharing.

In 2018, Professional Learning afternoons have offered staff the opportunity to participate in a Professional Learning Group of choice which best suits their own professional learning needs, interests and/or Department or Strategic focus. The focus area of each group has been determined by College Strategic projects and initiatives and aligns closely with the whole College focus of *Differentiation*. Each group's focus and work feeds into the whole school goal of *Differentiation*. The opportunity to share work and make recommendations based on these projects supports school-wide implementation of differentiation in practice.

Whole College days of Professional Learning have offered all staff an opportunity to participate in the SAC Cultures of Thinking Conference days, facilitated by educational consultant, Simon Brooks. During these conference days, staff have engaged with the theory and practice of Thinking Routines and embedding a Culture of Thinking in the classroom. This work was developed by the Project Zero team at the Harvard Graduate School of Education and encourages teachers, in their classroom practice, to cultivate critical and creative thinking in students. There has also been an opportunity for twenty staff members to work one-to-one with Simon Brooks this year and this has involved each teacher working on an action-research question based on Cultures of Thinking which is overseen by Brooks, who observes these teachers in class followed by a coaching session. Teachers involved in this program benefited greatly, as did their students, and we will continue to work with Brooks in this capacity in 2019 and beyond. During the first half of 2018, one of our English teachers undertook a professional exchange with an English teacher from a Jesuit school in Connecticut and this provided a wonderful opportunity to share expertise, ideas and resources globally.

Support and Operational Staff have undertaken training and development related to their specific duties, including database and software management. A particular focus on training in the use of an updated Synergetic database has enabled administrative staff to make greater use of the functionality of this database utilised across the College for a range of data management activities. CompliSpace has provided training and project support for members of the HR, IT and Finance teams as they seek to implement an integrated system of data management and retrieval as well as policy/guideline development. The Synergetic PCG provided a regular forum for discussion and on the job training for members of the Support and Operational staff tasked with utilising the database in their administrative roles. All staff have been involved in programs which support them in their roles related to WHS. Regular sessions with Malcolm Leithhead from *Compliance Emergency Planning* as well as the annual CPR and First Aid training provide staff with regular updates in this significant area.

3.7 Retention Rates

The Actual Retention Rate measures the number of students enrolled at the College in Year 10 in 2016 and who were still at the College in Year 12 in 2018. The Actual Retention Rate for 2016/2018 was 96.75%. The retention rate in 2018 was impacted by five (5) students leaving prior to completing Year 12 at the College: four of these students stated that they were no longer happy at the College and had other issues, the other student left to commence employment. The Apparent Retention Rate at the College for 2016/2018 was 98.05% with two students commencing in 2017 who are included in the Actual Retention Rate calculations. The retention rate implies strong student and parent satisfaction with the College.

Years compared	Year 10, 2016 Enrolment	Year, 12 2018 Enrolment	Apparent Retention Rate	Actual Retention Rate
2016/2018	154	151	98.05%	96.75%

3.8 Senior School Outcomes

All students who were candidates for the HSC were eligible for an ATAR.

3.9 Granting of Records of Achievement

Students who leave the College before receiving their Higher School Certificate will receive the NSW Record of School Achievement. In 2018 no Records of School Achievement were granted as all students progressed to HSC. The College had no students leave the College at the end of Year 10 or Year 11.

4 Catholic Identity

4.1 Prayer

Prayer is a part of many activities in the daily life of the students in the College. A significant prayer used extensively in Jesuit schools is the *Examen*. The *Examen* is a type of reflective prayer that is based on Ignatian Spirituality and is used to remind us of God's active presence in our day. The Junior School has 'fallow time' where both students and teachers pray and experience a guided reflection. The use of the *Aloys' 5 Stars* (the Ignatian prayer of *The Examen*) allows students to review the day and to look at the day ahead. Some classes use this time to write their thoughts and feelings in a journal, with reflective music being played in the background. In the Senior School, *The Examen* was introduced into all Pastoral Mentor Groups and is encouraged twice a week. New staff are trained in leading the *Examen*.

The Senior School weekly staff briefing begins with a prayer led by a staff member. Similarly, every Junior School staff meeting begins with a prayer. The whole College staff pray and participate in Mass in *The Boys' Chapel* at the beginning and the end of each year and often at the start of each term.

4.2 Liturgies

College liturgies are an important celebration of the College community. The whole student and staff body were present for the Feast of St Aloysius on 29 June. Once a term there is a whole school mass for Senior classes (Years 8 to 12) and Junior classes (Years 3 to 7) on special Feast Days. Communion Services are offered to Religious Education classes in the Senior School. Some parents, staff and students attend the Eucharist held in the Senior School on a Thursday and on a Wednesday in the Junior School.

A Family Eucharist is held for the students and their families in each Year Level, once a year on a Sunday.

The Sacrament of Reconciliation occurs in the Junior School and a Penitential Liturgy occurs in Religious Education classes in the Senior School. For some Year Levels, Reconciliation is offered during a retreat experience such as the Kairos Retreat. Other groups will receive Reconciliation through their Religious Education class. In early Term IV 2018, the Year 3 students received their First Holy Communion.



4.3 Community Service

The notion of a *faith that does justice* is integral to a Jesuit education at St Aloysius' College and the Service Programs manifest this dimension.

Junior School

The College seeks to put before our community a message that is authentic to the teachings of Jesus. Students and their families demonstrate generosity, compassion and a sense of social justice. Students are encouraged to realise they have a responsibility to make the world a more equitable place. Both the *Faith in Service* programs in the Senior School and the *Arrupe Outreach* program in the Junior School are embraced by students, staff and families. In 2018, the *Arrupe Outreach* program supported *Jesuit Refugee Service*, *Jesuit Mission*, *Caritas Australia*, *St Canice's Kings Cross*, the *St Vincent de Paul Night Patrol Food Van*, *Cana Communities*, *Catholic Mission*, *Kickstart Kids Orphanage* in Kenya, and many other initiatives. The students visit *Bupa Aged Care Roseville* and the *James Milsons Nursing Home* in North Sydney, as well as *Karonga School* in Epping, and develop friendships with the residents and students.

Senior School

The Service Coordinator encourages our community members, especially our students, to become men and women for others through participation in service, which is at the heart of *Ignatian Spirituality*. Jesuit education endeavours to prepare students for an active life commitment who manifest a particular concern for the poor. The *Aloysian Faith in Service* program is based on one of the key characteristics of Jesuit Education. Gifts are to be developed, not for self-satisfaction or self-gain, but rather, with the help of God, for the good of the human community.

The College encourages students to consider placements working with those in need, including the poor, elderly, disabled or others who experience disadvantage. The aim is for the students to appreciate what it means to be *men for others* and to realise they can make a positive difference in the life of another. It involves learning in a practical way the power of the Gospel. Students in the Senior School participate in more community service hours as they progress on their journey at the College. In Year 7 they complete ten hours, Year 8 fifteen hours and Year 9 twenty hours. Each student in Year 10 is expected to complete thirty hours of service before the start of Term III in Year 11. Some of the places the students attended in 2018 included working with the *St Vincent de Paul Society*, participating in the *Philippines Immersion* program, leading a Year 12 Kairos Retreat, visiting nursing homes, and schools where students have significant needs such as *Giant Steps*.

As well as these forms of community service, there are also a number of fundraising activities that encourage students to act as volunteers assisting specific charities.

St Aloysius' College Charities and Social Justice Activities

The purpose of the charities and social justice activities is to encourage each member of the Aloysian community to follow the Church's teaching of love of neighbour grounded in the love of God. This deep desire to invest students in the wellbeing of others moves them to compassion and the education of their hearts.

The Social Justice Coordinator is responsible for the organisation and coordination of social justice activities and programs in the Senior School consistent with the Ignatian ideal of a *faith that does justice*. Students are encouraged to follow the Catholic social teaching to serve the poor and to change the structures that deny people their dignity and rights as children of God. The College follows the Church's teaching on preferential care for poor and vulnerable people, whose needs and rights are given special attention in God's eyes.

Outreach and charity programs enrich the experience of students by offering opportunities to show respect and compassion to others, especially those beyond the College community. Most Year Levels have responsibility for learning about and raising funds for agencies that serve the poor. St Aloysius' College actively supports Jesuit works including the *Jesuit Refugee Service*, *Jesuit Mission*, *Jesuit Social Services*, Redfern Jarjum College, as well as other charities such as *Caritas* and *St Vincent de Paul*.

St Aloysius' College Charities and Social Justice Activities 2018

CHARITY / ACTIVITIES	TERM	JUNIOR	SENIOR
<i>Catholic Missions</i>		3 – 6	
House-building program in the Philippines			SRC
<i>Timor Leste</i> (Items for schools)			9
<i>Benenson Society</i> – Human rights advocacy	I – IV		7 – 12
<i>Project Compassion</i> – Distribution of boxes		3 – 6	7 – 12
Pancakes for <i>Project Compassion</i>	I	3 – 6	7 – 12
Guest Speaker from <i>Caritas</i>		3 – 6	7
Legacy Day (selling badges)	II		9
National Reconciliation Week Prayers and Paraliturgy	II	3 – 6	7 – 12
Faith in Service Mass Students donated over 2000 items for <i>St Canice's Parish</i>	II	3 – 6	7 – 12
<i>St Vincent de Paul Buddies Day</i>	III		10-12
<i>St Vincent de Paul</i> Badge Selling			10
<i>Mini Vinnies</i>		3 – 6	
<i>Readathon</i> – Raised money for <i>The Jesuit Mission</i> in East Timor and Micronesia	II	3 – 6	
<i>Kickstart Kids International</i> - Kenya	II – IV	3 – 6	
<i>Jesuit Mission</i>	III	3 – 6	
<i>St Canice's Kitchen</i>	II – III	3 – 6	
<i>Cana Communities</i>	III	3 – 6	
<i>Caritas Australia</i>	III	3 – 6	
<i>Jesuit Refugee Service</i>	III	3 – 6	7-12
<i>James Milson Village and Bupa Aged Care Facility</i> in Roseville	II – IV	3 – 6	
<i>Karonga School</i> in Epping	III-IV	3 – 6	
<i>Schizophrenia Society</i>	III	3 – 6	
<i>Life for Kids</i>	Christmas		7 – 12

Promoting Respect and Responsibility

The College Policy on Student Discipline and Behaviour emphasises the fundamental value of respect. The 3 Rs, of *Respect for others; Respect for self; and Respect for school and property*, are well known by students, teachers and parents. The dignity of the College community is promoted by an attitude of respect and consideration for others. Encouraging respect, inclusivity and tolerance is evident in the Social Justice clubs that exist in the College such as *St Vincent de Paul* and the *Benenson Society*.

4.4 Faith Experiences

Retreats, Activities, Reflection Days and Camps

Inspired by Saint Ignatius' desire to become closer to God, the College encourages students to embrace times of reflection, prayer and silence. The College hopes that retreats will assist them in finding their purpose in life, spiritual growth and taking the time to listen and hear God's voice in their hearts.

Every student from Years 3 to 12 participates in a retreat, activity, reflection day or camp once per year. The camps are centred on physical activities that help the students to bond with each other. Retreat experiences further the student's relationship with God. Students are encouraged to understand their feelings and aspirations more deeply and to appreciate what it means to live in a community where the purpose is to love and serve others.

In 2018 the focus for each Year Level was:

Year	Activity
3 and 4	Getaway Camp
5	Camp
6	Leadership Day
7	Broken Bay Outdoor Camp focussed on Belonging Reflection Day based on Community
8	Reflection Days focussed on Choices
9	Reflection Days focussed on Identity
10	Service based Retreat
11	Retreat theme <i>Finding God in All Things</i>
12	<i>Kairos</i> – a structured spiritual development retreat experience over four days

Kairos Retreats

Kairos Retreats are offered to Senior students four times each year during holiday time. In 2018 120 students voluntarily undertook the retreat. *Kairos* is an experience of Christian community with a series of talks given by peers and adult leaders. Those attending participate in discussions and various exercises. An important aspect of the retreat is that of peer ministry and students who have done the retreat lead many of the activities.

Chaplaincy

The Senior School Chaplains are guided by the highest Ignatian ideals of leadership, companionship and pastoral care. The Chaplains provide opportunities for students in their care to explore and deepen their relationship with God and others in the College community in the Ignatian tradition of *cura personalis*. The Chaplains achieve this by being involved in and offering a variety of experiences to the students in the areas of retreats, liturgy, sacramental life and interviews on a one-to-one basis or in groups.

The Youth Minister spends time with students in both a faith-based and pastoral care role. The role of the Youth Minister involves offering interactive student liturgy, attending relevant student retreats, coordinating World Youth Day, encouraging participation in Peer Led Youth Ministry (PLYM) and an ongoing interest in the wellbeing of each student.

4.5 Involvement of Parents, Old Boys and Others

The St Aloysius' College Parents and Friends Association (P&F) draws families closely into the life of the College. It organises regular social events for each Year Level and for the College as a whole. The P&F holds regular Forums to address areas of interest to the Community. In 2018 this included updates on *Quo Vadimus?* presented by the Principal, and an information evening on wellbeing issues from *Beyond Blue*. Strong attendance at social and information evenings is a testament to the engagement of the College community.

Though not a fundraising body, excess funds generated from P&F activities and events are donated to the College each year. The P&F runs a Second Hand Uniform facility with all proceeds donated to the College Bursary Fund. There is strong parental support and assistance in the College's many co-curricular activities through service on support committees, management of sporting teams, refereeing and umpiring of matches and through the organisation and staffing of catering facilities at sporting matches.

The College Alumni association, known as the St Aloysius' College Old Boys' Union (SACOBU) maintains links with Old Boys of the College. Through their annual events, SACOBU funds fee assistance for Old Boys with sons at the College who are experiencing financial difficulties. A number of younger Old Boys are actively involved as coaches in the College co-curricular program as well as offering academic tutorials and support for current students.

Each year the College hosts a series of forums for new parents introducing them to Ignatian Spirituality and the Jesuit pedagogy. In addition to the introductory information session, a program on Ignatian spirituality and prayer called *Ignatius Draws us to Jesus* is conducted once a week over a five-week period for those members of the Aloysian Family who seek a greater understanding of Ignatian Spirituality.

Members of the Aloysian Family (parents, past parents and Old Boys of the College) are encouraged to become involved in the various co-curricular activities offered by the College. Through the Director of Co-Curricula, members of the Aloysian Family are recruited to assist where required. Members assist with fundraising, tour organisation, carnivals, Cadet Camps, setting up sports grounds, running barbeques and catering facilities at sporting events.

5 Religious Education

5.1 Religious Education Program

Junior School

The Years 3 to 6 Program is faithful to the College's Catholic tradition and honours what is valued most deeply within its Jesuit spiritual heritage. It aims to contribute to the development of critical-thinking skills and to establish a sound level of religious and spiritual literacy in the students.

The texts *To Know, Worship and Love* are used as the major source for the Religious Education curriculum. The curriculum brings together the essential components of knowledge, understanding, appreciation and celebration of the rich tradition. It provides opportunities and skills for students to meet the challenge of living the Catholic faith in today's world. It is an inspiration for ongoing Religious Education and invites students to make sense of spirituality in everyday life. It covers the traditions of the Catholic community, scriptures and stories, in order to respond to the activity of God in their lives and to celebrate with others the mystery and life of the risen Christ. In 2018, all our Year 6 students (110 students) sat the Sydney Catholic Schools' Religious Education Test, in which 43 Distinctions and 6 High Distinctions were achieved.

Senior School

Religious Education (RE) in the Senior School is based on two curricula. In Years 7 to 10 the Catholic Archdiocese of Sydney's guidelines are implemented. In Years 11 and 12, the College follows the NSW NESA course, Studies of Religion (SOR). This course is studied at both 1 and 2 Unit levels. Both curricula have been mainstays of the Senior RE program over the last decade. The College's results in the latter reveal a significant proportion of students in the upper two bands. Two hundred and forty hours are allocated across Stage 6 to SOR with 320 hours spent in Stages 4 and 5. Stage 4 and 5 materials provided by Sydney Catholic Schools, are supplemented with Jesuit resources which seek to develop a better understanding of the life, work and mission of Saint Ignatius and the Society of Jesus (Jesuits). Students undergo a variety of assessment tasks in each unit, including four main tasks across the year. At the end of each semester, students undertake major examinations consistent with those experienced in other subjects. With Studies of Religion, regulatory tasks apply, including the Catholic Secondary Schools' Association Trial paper and the NESA HSC exam.

Classroom praxis is complemented by a range of faith and service experiences mentioned previously in this Report.

6 College Review and Development

6.1 Annual College Priorities 2018

The College targeted the following priorities in 2018 and each was achieved:

1. Provide for comprehensive implementation of the AITSL Professional Standards for Teachers. Develop and implement a program that assists teachers to meet accreditation standards in line with legislative (AITSL) and industrial (ISTAA) requirements.
2. Implement changes to the academic curriculum base upon reviews in 2017 of Stage 6, Languages, STEM and Stage 4 and 5 electives.
3. Review sporting uniforms across the College.
4. Pursue the roll-out of the ELEVATE program in Stage 4 and 5 in partnership with AISNSW.
5. Refresh the Faith & Justice resources in the Senior School and act on the recommendations of the Ethos and Identity Review of 2017.
6. Pursue the best possible fundraising approach for the College's Capital Master Plan - *Plan Magis*.
7. Continue strategic approach to Communications at the College including the identification and roll-out of a new platform.

6.2 Projected College Priorities 2019

1. Professional Learning 2019: Reflective Practice
The College's Professional Learning Program for teachers will focus on 'Reflective Practice' in 2019. This will include the roll-out of the reflective practice tool used in the Junior School – *Educator Impact* – into the Senior School.
2. *Plan Magis*
The College has submitted its Capital Master Plan (*Plan Magis*) to the Department of Planning and Infrastructure as a State Significant Development Application (SSDA). Phase 1 of *Plan Magis* will be work on the *Wyalla* Campus so that our Senior students will benefit first from the investment our community will be making in revitalised classrooms and learning spaces. Works on *Wyalla* are now scheduled to commence in late 2019.
3. Classroom Refresh
In 2019, classrooms on the Upper Pitt Street Campus will be refreshed with new furniture and fittings.
4. Staff Improvement Plan
The College will develop a Staff Improvement Plan this year. This will be developed in conjunction with a new Staff Consultative and Advisory Committee.
5. *Schoolbox*
The College has chosen *Schoolbox* as our new portal and we will implement this in 2019. All content created for *Manresa* will be transferred across to *Schoolbox* as a part of this project. Implementation is scheduled for Semester 2, 2019.
6. Fundraising: Bursaries and *Plan Magis*
The Foundation will this year be developing a Capital Fundraising Plan for the College's future. This Plan will seek to substantially increase the number of boys on means-tested bursaries in the Senior School as well as providing support to the building plans as contained in *Plan Magis*.

Junior School

In 2018 students and staff enjoyed a rich array of teaching and learning experiences and opportunities. The *Refugee Camp in my Neighbourhood* held for Year 6 students provided a powerful insight into the experiences of refugees and raised awareness about human rights. Book Week and the Junior School Annual Readathon are initiatives that seek to complement the school reading program.

Students from Year 5 and 6 participated in the Da Vinci Decathlon hosted by Knox Grammar School competing with over 800 other students in series of challenges to gauge their skills in areas such as problem solving, engineering and creative arts

Beyond the classroom thirty boys from Years 5 attended workshops at this year's *Sydney Writers' Festival*. The *Ignatian Youth Leadership Conference*, hosted by Xavier College, Burke Hall, was attended by fourteen of our Year 6 leaders alongside student representatives from Xavier College, Melbourne; Saint Ignatius' College, Adelaide; Saint Ignatius' College, Riverview, Kincoppal, Rose Bay and Sacré Coeur, Melbourne. *Excellence in Humanity* was the theme and it focused on the fact that we are all called to be leaders within our communities through collaboration and action.

The Junior School continues to develop and extend teachers' professional knowledge and skills in explicit teaching for boys' literacy development. In 2018 teachers focussed on textual concepts in English – what are they, why are they important and how can they be tracked in the English syllabus. Teachers across all years have been reviewing English programs with a specific focus on *Responding and Composing*. This emphasises creating opportunities for boys to respond to and compose imaginative, informative and persuasive texts. Boys are encouraged to move beyond the somewhat 'formulaic' writing that has become so prevalent with the teaching of text types and have them look more closely at audience and purpose. Skills in the critical analysis of non-print texts, spoken texts, visual texts, digital texts, media and multimedia texts are also being developed. The College has continued to consolidate the use of formative assessment strategies and to share and implement these in all aspects of student learning.

Extension and Enrichment Program

In 2018, the Junior School had a wide range of activities to cater for the needs and development of gifted and talented students. These activities included *Mathematics Olympiad* and Science competitions, Chess, *Da Vinci Academic Decathlon*, Debating, Tournament of Minds, *Lego Robotics* and a number of gifted and talented workshops offered by the *University of NSW*, *IPSHA* and the *North Shore Harbourside Gifted & Talented (G&T) Network*. These programs were conducted both during and after school hours. All students in Years 3 to 6 participated in the English, Mathematics and Writing ICAS competitions organised by the *University of NSW Testing Centre*. Over the last two years, Loreto Kirribilli Junior School has worked with the Junior School to organise Gifted & Talented programs in the areas of Art, Poetry and Music in which students from both schools have come together for a number of workshops during the year.

Senior School

Teaching and Learning at St Aloysius' College strives to be inclusive of all learners and encourages students to pursue strong academic results through consistent engagement and commitment to study. Jesuit education is a *living tradition* which promotes intellectual engagement and achievement, encourages students to reflect on the learning process and consequently, act with purpose. St Aloysius' College is committed to graduating young men who seek understanding, wisdom and truth, who are intellectually curious with a lifelong love of learning.

The relationship between the student and teacher is a significant element of teaching and learning at St Aloysius' College. Effective teachers understand that the relationship they develop with their students is fundamental to a student's learning, growth and achievement. The importance of nurturing this relationship between teacher and student has now been widely researched and the evidence affirms what good teachers already knew, that when teachers have positive relationships with their students, they are more likely to feel positive about school, they are more willing to work hard, to maintain a growth mindset, to take risks and to ask questions about their learning. The Jesuits, for a long period of time, have also espoused the significance of the development of a positive relationship between teacher and student. Fr Richard Tierney SJ has said that, 'a genuine teacher moves students to action ... one cannot possibly exaggerate the need to have good inspiring teachers'. The formation of teachers and allowing them the time and space to develop skills in their own teaching is also crucial if we want to promote a positive learning environment for our students and their teachers.

High expectations of students is an important element of teaching and learning at St Aloysius' College. It is well researched that the setting and maintaining of high expectations in the classroom which are shared and consistent, will result in more engaged learners and stronger academic results. John Hattie's research has demonstrated that when teachers are explicit in their learning intentions and set clear goals for their students, that this has the potential to 'influence student achievement both directly and indirectly by affecting the amount of material that the student learns as well as their motivation to try to learn'. (Hattie 2005) High expectations are also maintained by encouraging students to maintain a 'growth mindset'. Carol Dweck's studies of the power of mindsets in shaping and motivating achievement, demonstrate that fostering a 'growth mindset' in students has more positive effects than a 'fixed mindset.' This growth mindset model accompanied with the setting and maintaining of high expectations, is implemented by teachers so that the expectation of all students is to consider the potential for growth, improvement, and success, no matter the starting point.

St Aloysius' College is an academically rigorous environment where the curriculum provided by the NSW Education Standards Authority (NESA) is interpreted by teachers to offer challenge to our students, accompanied by the understanding that every student has a different starting point on the learning continuum. Academic rigor is applied in the classroom in order to stretch each individual student, encouraging them to pursue strong academic results and personal excellence. Assessment is used as a tool to gather data and evidence on individual students so that teachers can apply strategies to discover each students' point of learning and inform decision making in relation to student learning activities.

Teaching and Learning at St Aloysius' College also focuses on offering our students a variety of teaching practices and pedagogies in order to lift student engagement and commitment to the learning process. Firstly, differentiation strategies are employed by teachers to target individual learning needs. As described by Wormeli, (a leading academic in the study of Differentiation in teaching and learning) in 2006, '*Differentiated instruction is doing what's fair to students. It's a collection of best practices strategically employed to maximize students' learning at every turn ...it's highly effective teaching*'. These differentiation strategies include such things as allowing students to move at their own pace through new material, allowing student choice in their learning, instructing work that requires higher levels of critical thinking and assigning activities geared to different learning styles, interests and levels of thinking. Secondly, teachers use direct instruction and explicit teaching strategies to enable and empower students to master content and engage in deeper learning in a

particular subject area. Direct instruction is valued by our teachers and students as a method of garnering curiosity and encouraging further exploration of a topic. Finally, critical thinking is crucial as they learn to understand and interpret the world around them. Teachers explicitly teach students to think critically and creatively, employing thinking routines in order to generate deep understanding as well as the ability to inquire and problem solve.

Feedback is also a significant element of the teaching and learning cycle. Teachers at St Aloysius' College provide regular feedback to students in the classroom on a day-to-day basis. Teachers will also provide both written and verbal feedback on formal and informal assessment tasks. This feedback, *'aims to reduce the gap between where the student 'is' and where they are 'meant to be' – that is between prior and current achievement and the success criteria on each individual task'* (Hattie 2012). Students are encouraged to utilize this feedback as formative and carefully consider the areas of improvement noted in the feedback by their individual teachers.

Lastly, always mindful of the teachings of Ignatius, we recognise that it is only through reflection that we continue to discover ways to improve. Teaching and Learning at St Aloysius' College will remain consistent with this, continually researching, testing and acting on excellent practice so that our students can achieve their best.



7.1 NAPLAN

The National Assessment Plan – Literacy and Numeracy (NAPLAN) tests the literacy and numeracy skills of all Australian students in Years 3, 5, 7 and 9.

The performance of each student is reported in National Achievement Bands for each Year Level. The national scale of achievement across the ten bands makes it possible to monitor the progress made by individual students across their years of schooling.

The NAPLAN data provides useful insights into student learning and is shared with College staff and Heads of Departments as a valuable diagnostic tool to assist in enhancing student learning outcomes.

Reports received by the College contained results for Reading, Writing, Language Conventions and Numeracy across six bands for each Year Level. College staff, including the Dean of Studies, Heads of Learning Enrichment, English and Mathematics, in consultation with the Data Coordinator, analysed the 2018 NAPLAN results, with a view to targeting teaching and learning that improves student outcomes.

In 2018 the College successfully participated on NAPLAN Online Practice Tests in readiness for the move to NAPLAN Online in 2019.



7.1.1 Reading

Year 3	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	68.8	28.1	89.6	29.2	88.5	27.7
5	22.9	23.7	6.3	21.8	7.7	24.7
4	6.3	19.0	4.2	22.7	3.8	20.2
3	2.1	17.1	0.0	15.7	0.0	12.8
2	0.0	8.9	0.0	6.5	0.0	7.2
1	0.0	3.1	0.0	4.0	0.0	3.8

Year 5	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	58.9	15.4	75.2	18.4	66.1	17.4
7	25.9	23.2	19.3	21.3	28.6	20.9
6	12.5	23.7	4.6	26.1	4.5	23.8
5	2.7	18.8	0.9	17.0	0.9	19.6
4	0.0	12.9	0.0	12.7	0.0	11.2
3	0.0	6.0	0.0	4.5	0.0	4.5

Year 7	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	53.9	12.0	51.9	11.8	47.4	11.8
8	30.9	18.0	32.1	18.8	39.0	18.9
7	10.5	23.1	13.5	29.6	11.0	27.2
6	4.6	27.1	2.6	23.5	2.6	24.6
5	0.0	14.9	0.0	11.1	0.0	12.0
4	0.0	4.8	0.0	5.2	0.0	4.6

Year 9	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	32.2	7.9	34.2	7.6	38.2	8.2
9	47.4	16.9	40.1	17.1	40.8	16.6
8	17.1	26.2	24.3	33.7	18.4	30.1
7	3.3	26.7	0.7	21.1	2.0	25.6
6	0.0	16.8	0.0	15.9	0.7	14.2
5	0.0	5.6	0.0	5.6	0.0	5.2

7.1.2 Writing

Year 3	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	43.8	16.6	62.5	14.5	59.7	10.9
5	45.8	37.5	31.3	38.7	38.5	36.0
4	8.3	26.7	6.3	23.1	0.0	24.3
3	2.1	13.1	0.0	17.7	1.9	18.4
2	0.0	4.8	0.0	4.3	0.0	5.4
1	0.0	1.2	0.0	1.6	0.0	2.8

Year 5	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	11.2	4.2	34.9	5.3	19.7	4.6
7	22.4	8.2	28.4	12.8	33.0	11.5
6	40.8	22.6	28.4	30.0	30.4	27.2
5	18.4	26.2	8.3	36.0	17.0	35.9
4	5.3	22.5	0.0	9.3	0.0	11.5
3	2.0	16.3	0.0	6.5	0.0	7.0

Year 7	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	16.1	4.5	19.4	5.4	14.9	3.7
8	28.9	13.3	37.4	15.9	39.0	14.9
7	29.5	24.1	27.1	21.6	30.5	20.7
6	20.8	30.8	13.5	27.3	13.0	27.2
5	3.4	19.3	2.6	21.1	2.6	22.9
4	1.3	8.1	0.0	8.7	0.0	6.3

Year 9	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	17.0	5.2	19.6	7.3	28.3	5.6
9	30.4	13.5	30.1	10.7	23.0	9.8
8	33.9	31.3	37.3	27.2	30.3	24.8
7	11.6	33.7	11.8	20.0	13.2	21.5
6	5.4	11.1	1.3	18.7	5.3	19.5
5	1.8	5.3	0.0	16.1	0.0	14.0

7.1.3 Spelling

Year 3	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	68.1	27.4	59.6	28.3	59.6	25.8
5	14.9	27.0	16.7	24.4	30.8	25.0
4	14.9	21.7	8.3	21.1	9.6	21.0
3	2.1	11.5	0.0	14.1	0.0	13.7
2	0.0	9.2	0.0	9.1	0.0	8.0
1	0.0	3.1	0.0	3.1	0.0	4.5

Year 5	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	40.2	15.5	58.3	17.4	45.5	14.6
7	33.9	17.7	29.6	20.8	39.3	22.7
6	18.8	30.4	11.1	29.5	13.4	31.1
5	7.1	21.8	0.9	19.3	1.8	17.7
4	0.0	9.2	0.0	8.1	0.0	9.4
3	0.0	5.4	0.0	5.0	0.0	3.6

Year 7	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	37.6	12.3	48.1	14.3	37.7	12.7
8	36.9	21.8	41.7	27.0	39.0	23.0
7	20.1	28.1	6.4	26.9	19.5	25.9
6	4.7	20.6	3.8	17.3	3.9	22.2
5	0.7	11.8	0.0	9.8	0.0	9.5
4	0.0	5.4	0.0	4.7	0.0	5.7

Year 9	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	22.0	8.4	37.3	9.1	25.0	8.2
9	37.1	17.1	27.3	22.0	38.2	18.8
8	32.0	29.5	17.0	24.0	28.9	29.2
7	8.0	23.5	7.2	25.8	4.6	24.7
6	0.7	12.9	1.3	12.8	2.6	10.6
5	0.0	8.5	0.0	6.2	0.7	7.9

7.1.4 Grammar & Punctuation

Year 3	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	76.6	34.6	87.5	35.8	88.5	30.9
5	18.3	18.3	12.5	26.2	7.7	16.8
4	19.0	19.0	0.0	14.4	3.8	23.2
3	20.2	20.2	0.0	10.7	0.0	12.5
2	4.8	4.8	0.0	6.8	0.0	8.2
1	3.0	3.0	0.0	6.0	0.0	4.2

Year 5	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	56.3	20.9	65.7	21.8	63.4	18.1
7	27.7	19.9	17.6	14.4	16.1	18.1
6	11.6	23.4	14.8	25.7	16.1	29.1
5	4.5	20.4	1.9	16.0	4.5	16.2
4	0.0	11.4	0.0	15.6	0.0	11.0
3	0.0	4.0	0.0	6.4	0.0	4.9

Year7	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	47.7	15.2	39.7	12.8	44.8	14.8
8	28.2	15.6	37.2	17.3	26.6	15.4
7	19.5	26.4	19.9	30.2	22.7	26.5
6	4.0	19.9	2.6	21.5	5.2	22.1
5	0.7	17.7	0.6	10.5	0.6	14.0
4	0.0	5.2	0.0	7.8	0.0	5.9

Year 9	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	28.0	8.8	35.3	11.1	26.3	9.0
9	31.3	13.4	24.2	13.7	37.5	17.9
8	26.7	19.7	28.1	26.7	25.0	29.3
7	11.3	30.8	10.5	24.6	8.6	19.5
6	2.7	17.3	2.0	15.3	2.6	17.4
5	0.0	10.0	0.0	8.5	0.0	6.5

7.1.5 Numeracy

Year 3	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	66.7	19.7	89.6	23.0	82.4	17.8
5	25.0	19.0	10.4	10.3	17.6	25.7
4	6.3	22.3	0.0	27.3	0.0	26.5
3	2.1	24.5	0.0	17.0	0.0	16.6
2	0.0	11.4	0.0	9.6	0.0	10.1
1	0.0	3.1	0.0	2.9	0.0	2.1

Year 5	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	63.4	15.5	63.9	13.4	66.1	12.5
7	20.5	15.0	26.9	19.1	23.2	19.6
6	13.4	26.6	8.3	29.3	9.8	25.8
5	2.7	25.8	0.9	23.6	0.9	26.3
4	0.0	12.9	0.0	11.6	0.0	12.1
3	0.0	4.3	0.0	3.0	0.0	2.6

Year 7	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	65.8	13.7	62.2	17.1	62.1	13.5
8	27.5	17.7	29.5	17.8	26.8	17.7
7	6.7	29.3	7.7	29.0	9.8	28.7
6	0.0	23.4	0.6	22.2	1.3	25.3
5	0.0	12.9	0.0	11.6	0.0	11.7
4	0.0	3.0	0.0	2.4	0.0	2.2

Year 9	2016		2017		2018	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	47.3	11.5	46.7	12.1	60.5	13.0
9	36.0	15.4	36.8	17.7	28.3	17.4
8	14.7	25.9	14.5	28.7	10.5	26.2
7	2.0	28.6	2.0	25.9	0.7	27.5
6	0.0	16.3	0.0	14.6	0.0	13.3
5	0.0	2.3	0.0	1.0	0.0	2.5

7.2 NESAs Minimum Standards Testing

Students now need to pass online reading, writing and numeracy tests of everyday reading, writing and mathematics skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC from 2020. Students sitting the HSC in 2019 do not need to take these tests or meet the HSC minimum standard.

Students are required to achieve at least Level 3 in each of the three online tests to meet the HSC minimum standard. The tests can be administered to students up to twice a year in Years 10, 11 or 12. In 2018 100% of Year 10 students were successful in meeting the NESAs minimum standards requirements.

7.3 Higher School Certificate

The Class of 2018 received a pleasing set of results in the HSC.

There were a number of highlights:

- The College estimates that 72 students (48%) of a cohort of 151 achieved an Australian Tertiary Admission Rank (ATAR) of 90 or above. 34 students achieved an ATAR of 95 or above, while 7 students had an ATAR above 99.
- The Dux for 2018 is Jason Djafar. Jason achieved an ATAR of 99.90.
- There were 261 mentions on the *Distinguished Achievers* list. Distinguished Achievers are the students who achieved a result in the highest band (Band 6 in a 2 unit subject or Band E4 in an extension subject) for one or more courses.
- The *Premier's All-round Achievers* list recognises those students who received a Band 6 or Band E4 result in 10 or more units in their course of study. This year, 11 St Aloysius' College students were named on the list.
- 27 subjects studied at St Aloysius' College were above the State mean.
- 9 subjects studied at St Aloysius' College were 10 marks above the State mean. These included Ancient History, Biology, Drama, Geography, General Mathematics, PDHPE, Modern History and Senior Science.
- 100% of students studying Geography, Latin Continuers, Music 1, Music 2, Senior Science and Visual Arts achieved a Band 5 or Band 6
- 97% of Ancient History students achieved a Band 5 or Band 6
- 94% of Drama students received a Band 5 or Band 6
- The percentage of Band 6 and Band E4 results achieved from examinations sat is 28.7% (261 from 908 examinations sat).

Merit Lists

The following table compares published results from the HSC Merit List between 2013 and 2018. It indicates that results have remained consistent across the past six years.

Year	All Rounders	Top Achievers	Distinguished Achievers
2018	11		261
2017	9		282
2016	16	3	345
2015	7	3	290
2014	16	9	303
2013	20	4	320

Results in Bands

The following table reflects strong results across the top bands.

Band Results for all 2-unit courses

Band	2014	2015	2016	2017	2018
6	244 (32.1%)	233 (30.3%)	274 (34.0%)	219 (28.6%)	215 (27.3%)
5	394 (51.8%)	385 (50%)	391 (48.6%)	365 (47.7%)	387 (49.1%)
4	105 (13.8%)	135 (17.6%)	123 (15.3%)	152 (19.8%)	152 (19.3%)
3	13 (1.7%)	15 (2%)	17 (2.1%)	24 (3.1%)	29 (3.7%)
2	4	1	0	6 (0.8%)	5 (0.6%)
1	0	0	0	0	0

(2018: Total of 788 individual student results in 2 Unit courses, including 1 unit Studies of Religion)

Band Results for all Extension courses

Band	2014	2015	2016	2017	2018
4	59 (48%)	57 (45%)	71 (52.2%)	60 (44.8%)	42 (35.3%)
3	64 (52%)	68 (53.5%)	59 (43.4%)	66 (49.3%)	70 (58.8%)
2	0	2	6 (4.4%)	7 (5.2%)	7 (5.9%)
1	0	0	0	1 (0.7%)	0

(2018: Total of 119 individual student results in Extension courses)

Premier's All-Round Achievers

There were eleven students named in the *Premier's All-round Achievers list*. These students scored 90 or better in ten units. They were:

Jason Djafar

Oliver Knight

Gabriel Perkovic

Matthew Fogarty

Elliot Lynch

Finn Sisson

William Greenland

Max Marchione

Aree Yapoudjian

Zachary Ienco

Rhys Michelis

ATAR Calculations

- Seven students achieved an ATAR above 99, with 34 students scoring between 95 and 99.
- 72 students achieved an ATAR over 90. Thus, approximately half of the cohort achieved this rank compared to 16.7% in the State.
- The median ATAR was 90.
- The following students achieved an ATAR above 99:

Jason Djafar

Rhys Michelis

Finn Sisson

William Greenland

Gabriel Perkovic

Aree Yapoudjian

Max Marchione

Creative Arts

The Class of 2018 has had a significant number of students nominated to display/perform in the varying showcases for the HSC Creative and Performing Arts courses. Four of these students were subsequently selected to showcase their work. This reinforces the healthy state of Creative and Performing Arts at St Aloysius' and the important place it plays in both the cultural and academic life of the College.

Dance

- Max Walburn (Year 11) was nominated for *Callback*, the HSC Dance Showcase, in the Core Performance, Core Composition and Major Study Performance categories and selected for Core Performance and Core Composition.

Drama

- Patrick Dawson was nominated and selected for *OnSTAGE*, the HSC Drama Showcase for his individual performance, *Performance Starting Soon*.
- Matthew Abram (*The Caretaker*), Angus Barry (*Cat on a Hot Tin Roof*), Jamie Graham (*The Sailor*), Zachary Ienco (*Exit the King*), Oliver Inwood (*Man Covets Bird*) and Thomas Verschuer (*Mr Smith*) were nominated for *OnSTAGE* for their individual performance.
- Ned Aedy, Kelvin Jordan, Oliver Menzagopian and Joshua Mortimer were nominated for *OnSTAGE* for their group devised performance, *Act Natural: A Detective Story*.
- Angus Barry, Joseph Knox, Thomas Moiso and Thomas Verschuer were nominated for *OnSTAGE* for their group devised performance, *Pinkville*.
- Miles Branagan, Patrick Dawson, Jamie Graham, Zachary Ienco and Oliver Inwood were nominated for *OnSTAGE* for their group devised performance, *Fate*.

Music

- James Armstrong, a Music Extension student, was nominated for *ENCORE*, the HSC Music Showcase.
- Ewan Cooper-Frater, a Music 1 student, has been acknowledged in the *ENCORE* Honour Roll of students for his Musicology Viva Voce.

Visual Arts

Two students were nominated and selected for inclusion in *ARTEXPRESS*, the HSC Visual Arts Showcase:

- Luke Bartels for *Weathered Masters*
- Jack Vozzo for *Weathered*

Subject Results

The following table presents all the HSC test results with figures representing the actual student numbers in each band:

Subject	#student	Band 2	Band 3	Band 4	Band 5	Band 6	% 5-6
Ancient History	29	0	0	1	21	7	97%
Biology	24	0	0	6	13	5	75%
Business Studies	41	0	2	9	23	7	73%
Chemistry	29	0	1	5	16	7	79%
Drama	18	0	0	1	8	9	94%
Economics	23	0	1	5	10	7	74%
English (Advanced)	144	1	4	30	79	30	76%
English (Standard)	7	0	0	7	0	0	0%
French Continuers	6	0	0	4	1	1	33%
Geography	13	0	0	0	9	4	100%
Japanese Continuers	6	0	0	2	4	0	67%
Latin Continuers	3	0	0	0	1	2	100%
Legal Studies	15	0	0	2	9	4	87%
Mathematics	104	2	6	20	30	46	73%
Mathematics General 2	38	0	2	4	19	13	84%
Modern History	75	0	1	13	40	21	81%
Music 1	3	0	0	0	1	2	100%
Music 2	7	0	0	0	6	1	100%
PDHPE	29	0	2	5	12	10	76%
Physics	42	1	5	10	13	13	62%
Senior Science	4	0	0	0	3	1	100%
Studies of Religion I	67	1	5	21	30	10	60%
Studies of Religion II	41	0	0	7	26	8	83%
Visual Arts	20	0	0	0	13	7	100%

In Extension Courses, there are four bands E4 to E1, with E4 being the highest.

Subjects	#students	E1	E2	E3	E4	%E4
English Extension 1	29	0	0	20	9	31%
English Extension 2	4	0	0	3	1	25%
French Extension	3	0	2	1	0	0%
History Extension	12	0	3	8	1	8.3%
Japanese Extension	1	0	0	1	0	0%
Latin Extension 1	2	0	0	1	1	50%
Mathematics Extension 1	51	0	2	30	19	37.3%
Mathematics Extension 2	14	0	0	6	8	57.1%
Music Extension	3	0	0	0	3	100%

7.3.1 Post-School Destination of HSC Graduates 2018

The majority of students from the Class of 2018 received a University offer in line with their preferences for NSW and/or ACT. Students chose to study a range of courses across a number of universities in the state. Throughout the year students have been encouraged to explore specifically the skills and knowledge obtained through various courses and comparing graduate outcomes. A couple of students are pursuing study at TAFE, realising the advantages of gaining practical skills with strong employment outcomes.

This year there was a substantial increase in offers from Australian National University (ANU) compared to previous years. More students are realising the benefits of studying away from home and enjoying campus life. Business and Commerce continue to be the most popular areas of study for students to pursue with Engineering and Science close behind. Double degrees were also significant with more students choosing a combination of degrees that engage their interests as well as gaining essential employability skills.

The Class of 2018 was successful in receiving a number of prestigious scholarships including one student receiving the ANU Tuckwell Scholarship. Two students received the UTS Bachelor of Accounting Scholarship and four students were successful in gaining entrance to ADFA.

Approximately thirty students undertook a Gap Year which included working on various service initiatives provided by the *Cardoner Project*, working in boarding schools in the UK and Ireland or working and travelling.

University offers per university

University	%students	University	%students
<i>University of Sydney</i>	17	<i>Australian National University</i>	16
<i>UNSW Australia</i>	18	<i>Australian Catholic University</i>	9
<i>University of Technology</i>	25	Other	12
<i>Macquarie University</i>	12		

Main round university offers per course with double degrees counted individually. Fifty five students are undertaking double degree courses.

Course	#students	Course	#students
Business/Commerce/Economics	60	Science	39
Arts	22	Engineering	25
Law	9	Medicine	2
International Studies / Security Studies	10	Applied/Health Sciences Exercise Sport	9
IT	9	Psychology	7
Communication/Media	8	Physiotherapy	3
Education	2	Vet Science	1
Music	2	Architecture/Design	6
Aviation	2	Construction	3

7.4 Co-Curricular Activities

7.4.1 Junior School Co-Curricular Program

Sport

Students in Years 3, 4, 5 and 6 are expected to participate in both summer and winter team sports that are played throughout the year on Saturday mornings. The Junior School competes in the Saturday sporting program organised by Independent Primary School Heads of Australia (IPSHA). While winter sport at the College is compulsory, exceptions are made for summer sport participation in order to allow students to honour commitments made to local club competitions prior to commencing the year, allow time for new students to adjust and settle into the Junior School and because the Junior School cannot accommodate every student in his preferred summer sport. In summer, Basketball, Cricket, Tennis, Touch Football and Water Polo, are the main sports offered to students in Years 5 and 6. For those boys in Year 3 and Year 4 the options are Basketball or Cricket. Students also have the opportunity to trial for College Athletics, Swimming and Cross Country. In winter, when all Junior School students are required to play a winter sport, the options are AFL (Year 5 and 6), Football (Soccer) or Rugby Union.

In both summer and winter seasons students attend weekly before and/or after school training sessions as well as an 80 minute skills session held in school time on Fridays. For the duration of the season they finish each week with a Saturday match commitment. For some sports (Cricket, Tennis, Water Polo) we also offer training squads to develop boys who may be new to the sport but have expressed an interest in playing for the College.

Music

All students in Years 3 and 4 receive one music lesson each week and they also participate in the College's compulsory strings program. In Years 5 and 6, students receive two music lessons per week. The Year 5 students also have the option to take advantage of the optional Concert Band Program where they are eligible to receive three terms' free tuition on either a brass, woodwind or percussion instrument of their own choice. The College offers tuition on most instruments. Students also have the opportunity to take part in the co-curricular music program which includes a variety of choirs, concert bands and string ensembles as well as a jazz ensemble, a guitar ensemble and a rock band. All students are encouraged to become involved in an ensemble.

Debating

Students in Year 6 can participate in the *IPSHA and Independent Schools Debating Association* (ISDA) competitions, as well as the *Aloysian Inter-House Social Debating* competition. Debating runs from Term I to Term IV and allows experienced students to compete along with those who would like to learn.

Years 4, 5 and 6 students can also participate in the *Aloysian Social Debating* program which takes place in Terms III and IV only and involves after school workshops and debates.

Chess

The College Chess Club trains once a week, with four teams competing in the *NSW Chess League* competition and an inter-house competition. Students are taught the basics and shown new skills to improve techniques.

Tournament of Minds

In 2018, we entered two teams in the regional Tournament of Minds (TOM) competition. The fourteen boys from Years 5 and 6 gained great skills in the disciplines of Drama, Maths Engineering and Social Sciences through their participation in this year's program. The aim of Tournament of Minds is to enhance the potential of our students by developing diverse skills, enterprise, time management, and the discipline of working collaboratively within a challenging and competitive environment. All participating students engaged in the process with a number of standout performances.

7.4.2 Senior School Co-Curricular Program

Sport

All students from Years 7 to 12 are involved in both summer and winter sports, representing the College in the *Associated Schools of NSW (CAS)* Competition on Saturdays. In summer, students selected from a range of sports including Basketball, Cricket, Fencing, Swimming, Tennis, Taekwondo, Volleyball and Water Polo. In winter, students selected from AFL, Cross Country, Fencing, Football, Rugby Union, Taekwondo, Tennis and Volleyball. Athletics, though not compulsory, was held in Term III between winter and summer seasons. For all sports, students attended two training sessions each week. At the end of each season, senior players from Basketball, Cricket, Football, Tennis and Rugby Union were selected in CAS teams to play against other various associations.

Tours and Carnivals

In 2018, the College hosted the *Australian Jesuit Schools' Cricket Carnival* and attended the *Australian Jesuit Schools' Debating Carnival* at Saint Ignatius' College, Riverview. These carnivals brought together students from all Jesuit Schools in Australia. An Opens Rugby team travelled to the Sunshine Coast for a training camp and a 16s Rugby squad travelled to New Zealand to train and play at the *Rugby Academy of Sports* in Rotorua. A Basketball Tour travelled to the United States of America, playing games in New York City, Washington DC, Las Vegas and Denver.

Cadets

Over 300 students involved themselves in Cadets in 2018. It is a non-compulsory co-curricular program. Cadets ventured to Singleton in April for the annual Cadet Camp and in September for the annual Cadet Bivouac. The Cadet Promotion Course took place in the June/July holidays. In June, the annual Cadet Passing Out Parade was held at *The College Oval*, followed by the Cadet Dining In Night in *The Great Hall* that evening. The College farewelled thirty seven Year 12 students who had been involved in Cadets since Year 7.

Debating / Public Speaking

Senior School debaters were involved in the CAS, ISDA and FED Debating competitions. The First III debating team competed in the *Australian Jesuit Schools' Debating Carnival*, hosted by Saint Ignatius' College, Riverview. The College was also well represented in a wide range of Public Speaking competitions, including the prestigious *Lawrence Campbell Oratory Competition* hosted by Trinity Grammar School.

Drama

Drama students were engaged in numerous productions throughout the year including *The Devil and Daniel Webster*, *Penelope* and *Shakespeare Festival*. The College entered the annual Theatresports competitions. Both the Senior and Intermediate teams made it through to the State Grand Final.

Music

The College produced a major musical Production, Monty Python's *Spamalot*. The show was one of the largest the College has accomplished with well over one hundred students involved.

Tournament of Minds

In 2018, the Senior School had two teams compete in the regional tournament as Social Science teams. The boys worked well in their teams and came up with original solutions to their challenges.



8 Pastoral Care of Students

Pastoral Care at St Aloysius' College is an expression of the Ignatian virtue of *cura personalis*, or care for the individual, one of the *Characteristics of Jesuit Education*. As such, it is to be seen and experienced as a core value embedded in our classroom, community and culture. It is grounded in the dignity of the human person (because of their being loved by God) and the consequences which flow from this.

As a Jesuit school we encourage pastoral care activities that endeavour to seek the *Magis*. This refers to the more loving and generous way of serving God and each other. In striving for the *Magis*, we seek the deeper wellbeing of each person. All members of the community are encouraged to take a personal interest in the development of the whole person, educating the heart and the mind. Pastoral care promotes a positive, whole-school culture where each student can feel connected with others and flourish in a sense of his gifts, achievements and personal dignity.

8.1 Pastoral Groups

Pastoral Mentors in the Senior School guide students to seek the *Magis* and through their formational role with the boys, become significant adults in each boy's life. They guide and mentor their allocated Pastoral Group throughout the year, monitoring student wellbeing and offering encouragement and support for each individual student by providing care and guidance, and responding to their day-to-day needs. They support their personal growth, the development of interpersonal relationships and a set of core values to guide young men in making life decisions at the College and beyond. Ultimately we hope these life decisions are informed by a concern for the needs of others, rather than being made solely for the betterment of oneself. Pastoral Mentors promote values that enhance inclusivity and self-responsibility, deepen faith, and advance human dignity.

In the Senior School, there are twelve Pastoral Groups per year: three per House from Years 8 – 12 and two per Homeroom in Year 7. Each Pastoral Group is led by a Pastoral Mentor who works in partnership with their respective Head of Year. Pastoral Mentors are the significant adult in the life of each student at the College. The Pastoral Mentor spends five years alongside each student in their group as they move through Years 8 to 12.

The Pastoral Group is a community of boys supported by a Pastoral Mentor who relate, support and learn from one another. The Pastoral Group is a forum for discussion and development, designed to contribute to each student's wellbeing, moral and spiritual development and foster the formation of the whole person. Discussions in the Groups cover a wide range of areas: from academic progress and subject choices to co-curricular involvement or spiritual development. There is also the possibility for Pastoral Groups to go on a Pastoral Group outing once each semester.

Pastoral Groups meet three mornings per week for 15 minutes, and four times per term for an extended Pastoral Period (55 minutes).

8.2 Junior School Pastoral Care

Pastoral Care in the Junior School is based on a deep respect for the dignity of the individual person as we are all made in the image of God. By providing a strong sense of wellbeing and belonging, our boys, as well as the parents and staff of our school community, are affirmed in their dignity and worth. There is a structured Pastoral Care program, a Personal Development program, and a series of strategies that are used within the school. We assist the boys to work towards their full potential spiritually, physically, socially, intellectually and emotionally as we strive to present a holistic education of the individual.

Leadership opportunities at the Junior School are based on the principle that each student has the potential to be a leader and each was encouraged to use his individual gifts and talents in the service of others.

Year 6 students had opportunities to positively impact on their peers and the College. There were five student committees, each led by a Prefect, to lead students in initiatives in Liturgy, Social Justice, Environmental, Digital Media and Student Services. These five committees enabled forty Year 6 students to exercise their leadership qualities through service in action. The SRC, made up of a representative from each of the 12 classes, worked closely with the Year 6 leaders in trying to make the Junior School an enjoyable experience in which to teach and learn for everyone. Thirty students from Year 6 were chosen to represent the College at the 2018 *National Young Leaders Conference* that was held at Darling Harbour. The *Year 6 Leadership Day* training program aims to develop students into strong and resilient young people who are inspired to use the leadership opportunity they have been given to make a positive difference.

Thirteen Year 6 students attended the *Ignatian Schools' Student Leadership Conference* in Sydney at Saint Ignatius' College, Riverview. The theme for this conference focused on the characteristics of Ignatian Leadership and the fact that, through our Ignatian heritage, we are called to be leaders within our communities through service and action. Student leaders from all our Jesuit schools interacted in a range of activities designed to promote collaboration, courage, service and selflessness. The students formulated individual school action plans, shared ideas and explored possibilities for networking using existing or new media. All Year 5 students undertook a leadership day facilitated by staff from Character Builders and staff from the Junior School. The motto for the day was "Step up, Step Back and Encourage Others". This day was the precursor to the Year 5 boys having the opportunity to apply for the variety of Committees and Leadership positions in the Junior School for Year 6.

To ensure new students become valued members of St Aloysius' College, our Year 12 Buddy Program forms an integral part of the Junior School's pastoral care system. On their very first day, a new student in Year 3 and 5 is partnered with a Year 12 student. The young students have a point of contact with the Seniors of the College and are made to feel welcome. The students met regularly throughout the year in a variety of mentoring activities.

8.3 Senior Student Representative Council Report 2018/2019

The Student Representative Council (SRC) at St Aloysius' College is a body chosen by the students through a nomination and peer voting election process. Students from Years 7 to 12 are represented on the SRC. The Senior Prefect for the SRC is the Chair.

The SRC meets fortnightly to discuss issues of interest to students. Among other events, the SRC is responsible for St Aloysius' Day, a celebration held annually for the students and staff of the College on or near St Aloysius' Feast Day on 21 June. The students organise activities for the day which should have a focus on both the celebration of our College community and, in 2018, a focus on Jesuit programs assisting those in need in our world. Members of the SRC also attend leadership functions and plan initiatives relevant to the College community such as hosting the inaugural *Interschool SRC Summit* attended by students from Monte Sant' Angelo Mercy College, Loreto Kirribilli and Saint Ignatius' College Riverview. In 2018, the SRC also organised the *Year 9 Social* in Term IV and the *Steps Toward Equality Walk*, where Aloysian students walked across the Harbour Bridge and entered into positive discourse with students from other schools on issues such as gender inequality, gender pay gaps and sexism in the Twenty-first Century.

8.4 Companions Program 2018

The *Companions* Program was established in 2011 to provide assistance and support to students lacking a male role model in their lives. The Program aims to develop a mentoring relationship between young *Old Boys* of the College and these students, providing them with an additional male presence in their lives; positive role models who offer support, guidance and encouragement on a regular basis. In 2018 eight students from both the Junior and Senior campuses were involved. The program usually takes place over two years with constant contact between the Mentor, Mentee and the program supervisor.

8.5 Wellbeing Programs

The primacy of the horizontal pastoral care structure has allowed the College to offer programs that are targeted at particular age groups to ensure that the content covered is relevant and suitable for the audience. As part of our renewed Pastoral Care model this year, students participate in regular extended pastoral periods with their Pastoral Mentor. The hour-long periods vary throughout the year and follow a number of different formats, from skill development workshops to university style lectures and tutorials. Each session has been designed to facilitate age specific activities that bring about positive outcomes for students, whether they are academic, social or spiritual in nature. Some of the topics that were covered in 2018 were:

- *Study without Stress*
- *Cool Kids Program*
- *Resourceful Adolescent Program (RAP)*
- *Insights Program (Macquaire University)*
- Drug and Alcohol Education
- Mental Health First Aid
- Team building
- Cyber safety and Welfare
- Bullying

The Year 6 evening included a multimedia presentation on anti-cigarette advertising, and challenged the students with a number of hypotheticals. Many parents expressed their keenness to share the knowledge learnt with their child after receiving the same input. The College's Drug Consultant also works with the program *Mind Matters* to help build resilience among students. It takes up issues such as bullying, grief, anxiety, depression, and substance misuse.

8.6 Student Management / Welfare / Discipline Policies

The College's Mission Statement recognises the significance of working in cooperation with families in the development of their children. As such, at all times the College endeavours to work with parents, who are the primary educators of their children. The aim is to graduate students who possess the virtues of fortitude, gratitude, compassion and justice and who will engage in cooperative action in the world for the common good. Believing that all human beings are created equally and in the image of God; and being committed to Jesus' words to "do unto others as you would have them do unto you" and to "love your neighbour as yourself", the College aspires to give witness to Christian values. With this in mind, every member of the St Aloysius' College community has a right to be treated as an individual with dignity, to feel safe, to learn and to be free from anxiety. In the Senior School, all matters of student welfare are generally referred to Heads of Year in the first instance and investigated accordingly.

Policies for Student Discipline, Behaviour and the Promotion of Respect and Responsibility

The actions and behaviour of all the members of the College community contribute to the creation of a positive, caring and safe environment for all members. The good order and discipline of the College requires the adoption of standards of behaviour where listening to and communicating with others are highly-developed skills and a culture whereby each person accepts responsibility for self and others. The dignity of all people should be promoted by an attitude of respect and consideration for the other. The aim is to guide students to a state of internal and external freedom and to be integrated human beings. Students are encouraged to exercise self-discipline and accept personal responsibility for their thoughts and actions. The one fundamental value underlying all College rules is respect.

POLICIES & STATEMENTS	REVIEWED/AMENDED 2018	ACCESS TO FULL TEXT
Pastoral Care Handbook <ul style="list-style-type: none"> • Code of Conduct • Justice Schema • Support Schema • Safe School Policy 	New policy	Printed in College Diary and online on College intranet
College Statement on Behaviour off Campus	Reviewed	Printed in College Diary
College Statement on Theft	Reviewed	Printed in College Diary
College Statement on Internet and Computer Usage	Reviewed	Printed in College Diary
College Statement on Teenage Parties	Reviewed	Printed in College Diary
College Statement on Incidental Leave	Reviewed	Printed in College Diary and online on College intranet
College Statement on Drugs and Substance Abuse	Reviewed	Printed in College Diary
College Statement on Child Protection	Reviewed	Full text available online on College intranet
Communication Policy	Reviewed	Full text available online on College intranet
Complaints Guidelines	Reviewed	Full text available online on College intranet
Health and Distribution Monitoring of Medication Policy	Reviewed	Full text available online on College intranet
Homestudy Policy	Reviewed	Full text available online on College intranet
Student Attendance Policy	Reviewed	Full text available online on College intranet
Student Leadership Policy	Reviewed	Full text available online on College intranet
Student Supervision Policy	Reviewed	Full text available online on College intranet
Supporting Students with Special Needs Policy	Reviewed	Full text available online on College intranet
Planned Student Absence Policy	Reviewed	Full text available online on College intranet

8.7 Guidelines for Child Protection

St Aloysius' College is committed to the security and well-being of its students and is compliant with New South Wales Child Protection legislation which consists of the following Acts:

- *The Ombudsman Act 1974 (Part 3A)*;
- *Children and Young Persons (Care and Protection) Act 1998*;
- *Commission for Children and Young People Act 1998*;
- *Child Protection (Working With Children) Act 2012*; and
- *Child Protection (Offenders Registration) Act 2000*.

In the case of the *Children and Young Persons (Care and Protection) Act 1998*, the legitimate authority is the Principal of the College. In the case of the *Ombudsman Act 1974 (Part 3A)*, the 'Head of Agency' is the Provincial with the Principal as his delegated representative in any child protection issues which may arise in the College with particular reference to the mandated investigations under the relevant legislation.

The College has both prevention and a response focus. Prevention strategies include:

- Background/employment checking of all persons engaged by the College who are required to be checked under the Child Protection Legislation. This includes teaching and administrative staff, those engaged to tutor and coach students in any extra-curricular program and mentors who are engaged under the *Companions Program*;
- Incorporating key elements of child protection behaviours for students within the school curriculum;
- Appropriate professional development of staff in child protection matters, particularly those behaviours which are and which are not reportable.

Response strategies include informing the College staff of the process to be followed should any allegation be made, with reference to *The Association of Independent Schools NSW* and the *NSW/ACT Independent Education Union – Recommended Protocols for Internal Investigation and Disciplinary Proceedings*.

The full text of the College's Child Protection Guidelines and Child Protection Professional Standards are available to members of the College community through the College Intranet, *Manresa* and the College Website.

8.8 Policy for Complaints and Resolving Grievances

Complaints are regarded as formal when they are received in writing or verbally at an appointment made for that purpose with a member of staff. Anonymous complaints are not responded to unless they concern matters related to the Child Protection Legislation or as considered necessary by the Principal. The nature of the complaint and the action taken are recorded by the staff member receiving them, unless the complaint is of such a nature that it needs to be referred to someone more senior. The complaint, action taken and communication of the outcome to the complainant are filed, either in the student's personal file or as an electronic note in the College database and in a register kept for that purpose.

If a complainant is not satisfied with the outcome, they may refer the matter to a more senior relevant member of staff and ultimately to the Principal and Rector – according to their area of responsibility. Formal complaints referred to the Principal or Rector are reported to the College Board together with details of the response made.

Complaints about the Principal or Rector may be addressed to the Chair of the College Board. The full text of the College's Complaints Guidelines is available to members of the College community through the College Intranet, *Manresa* and on request.

9 Parent, Student and Teacher Satisfaction

Parent Satisfaction

Parents at St Aloysius' College are offered opportunities to provide feedback regarding their levels of satisfaction both formally and informally. The school engages MMG Education to develop, administer and conduct comprehensive online surveys of parents and students in Years 7 and 12. MMG Education specialise in school research and strategy and provide benchmarking data that is reviewed together with other information to identify improvement projects.

In addition, the College Parents and Friends Association (P&F) conducts forums where parents are given the opportunity to provide feedback on their levels of satisfaction. Parents also provide feedback via email and in meetings.

Staff Satisfaction

Staff are invited to provide feedback in regard to the programs and operation of the College through their Heads of Department and Supervisors, as well as curriculum program evaluations. The leadership team meetings include standing items on the agenda related to staff wellbeing and related matters. In addition to this, in October/November of 2018 the College undertook its first Staff Satisfaction Survey, a project implemented by the Principal, driven by a voluntary committee of teaching and support staff and led by a team from Macquarie University, the *Voice Project*. Feedback was sought via an anonymous online survey and open-ended questions, addressing such areas as leadership, teamwork, communication and cooperation, issues that affected job satisfaction, etc. The results of the survey provided valuable feedback which has informed College planning for 2019. Staff are also invited to provide feedback through exit surveys and interviews.

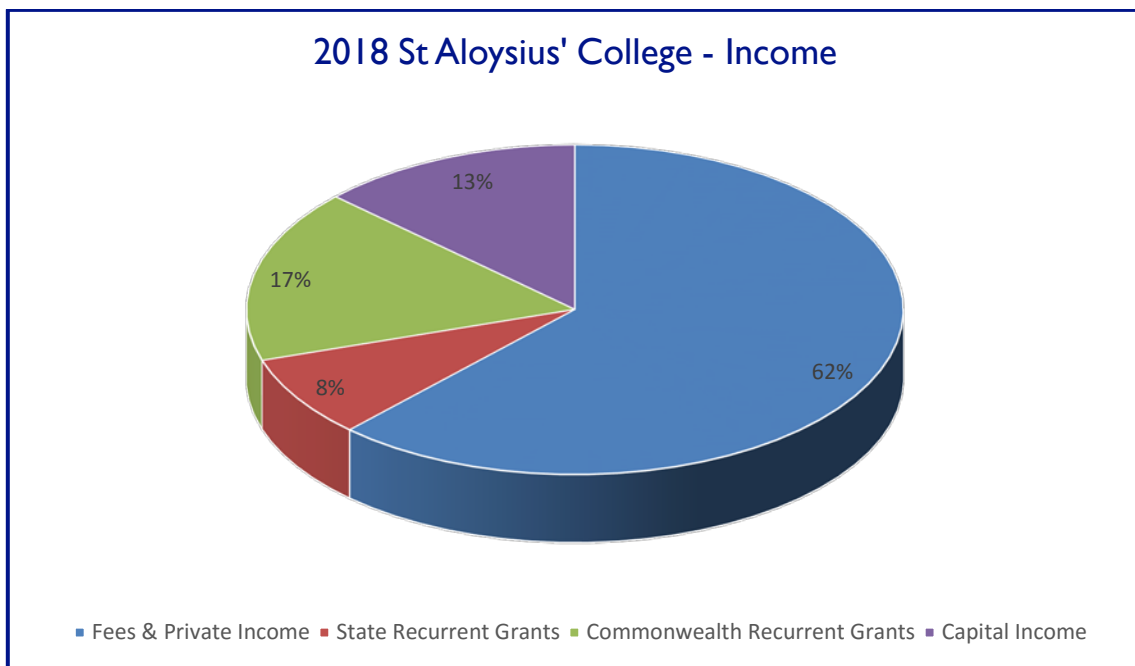
Student Satisfaction

Students of the College are offered opportunities to provide feedback regarding their levels of satisfaction. In 2017, as part of the College's Strategic Plan, *Quo Vadimus?*, MMG Education surveyed students on a range of areas of College life. The data accrued has contributed significantly to the College's new Strategic Plan, *Quo Vadimus?*. Students across the Year Groups are regularly surveyed as part of the Pastoral Program and the matters raised inform pastoral programs and initiatives. Students can also give feedback to their Student Representative Council Representatives in both the Junior and Senior School.

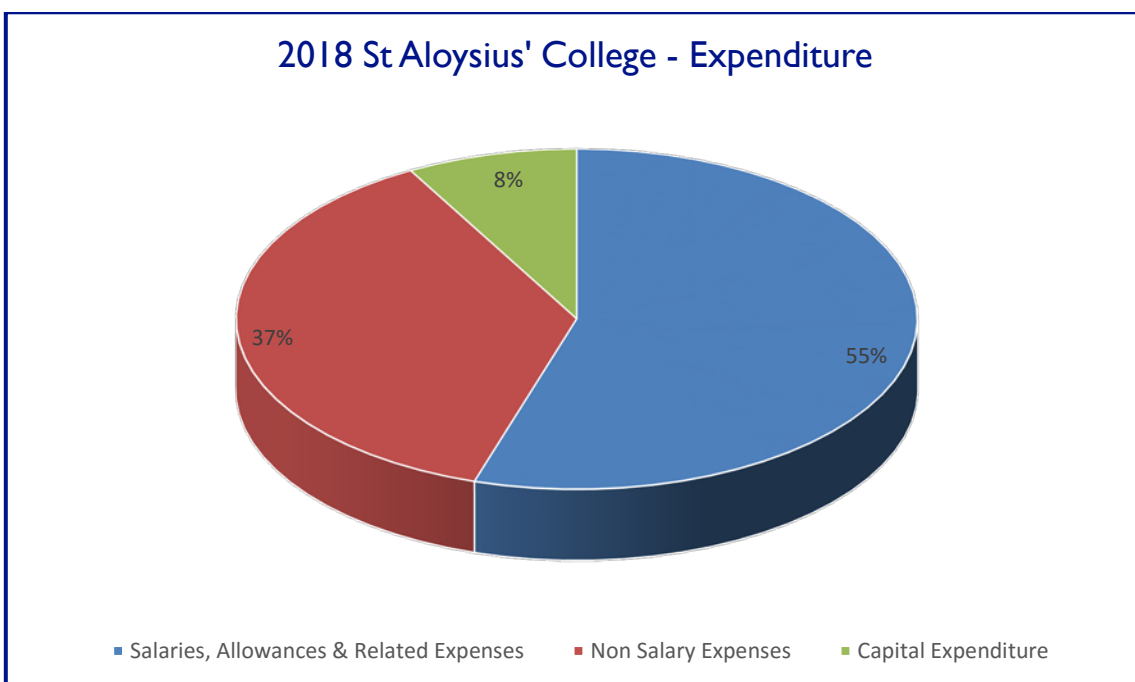


10 Financial Statement

10.1 2018 Recurrent/Capital Income



10.2 2018 Recurrent/Capital Expenditure



II Website Links

A copy of this Annual Report is available on the College Website. The College Website can be found at www.stalloysius.nsw.edu.au.







